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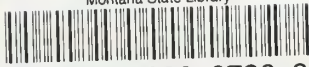
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Montana State Library



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INTRODUCTORY STATEMENT

This guide to evaluating services provided by Montana libraries is intended for use of librarians, library boards, government officials, friends of libraries, and other interested citizens. It will enable them to assess the adequacy of their present library services and help them more toward improvement of their library services in the future.

In PLAN FOR THE DEVELOPMENT OF LIBRARY SERVICE IN MONTANA, Ruth Warncke states "Every resident of Montana should have available to him no matter where he lives, library service of high quality. No two people will need or want exactly the same kind of service; a person will need different kinds of services at various times in his life. At any given time he may want more than one kind of service and material. He should be able to get materials (and assistance in using them effectively) by a reasonable effort, and within a reasonable time...

"Common sense indicates that small communities are not able to provide large public libraries, with extensive, up-to-date reference collections; collections of books, periodicals, films and recordings covering all subjects, and including the great works of all time and all nations; special services for the very young and the very old, the intellectually advanced and the beginner in learning; and the skilled staff to select the collection and work with the public to enable them to use it to advantage. Fortunately, ways have been devised to lift the limitations of such small communities, at the same time strengthening the services in larger, neighboring communities. Libraries band together in groups called systems, working together to make a wide range of library materials and services available to all residents of the total area. Some systems are consolidated under a single administration. The type of system that suits Montana's needs best is called the federation.

"A federation requires a strong central library under the direction of a qualified librarian to guarantee imaginative and effective leadership. Boards of Trustees of public libraries arrange with the federation for service. The agreements specify services to be received, method of administration and the amount to be paid by the contracting agency. These agreements are in effect on a continuing basis until terminated by a notice of one of the parties, six months prior to the dissolution of the agreement. A yearly review of the amount paid for services is provided for in the agreement. A board made up of representatives from participating units may act in an advisory capacity to the federation. Local Boards of Trustees continue to function as legal entities responsible for their local libraries.

"The services provided by the federation may include centralized ordering, processing, and cataloging; a uniform library card which permits residents to borrow from any library in the system; group purchase of books, supplies, and equipment at increased discounts; in-service training and expert advice and counsel for local librarians from the professional staff of the federation. Bookmobile services are shared, as are extensive reference services from the federation, and an intensive area-wide public relations program. The total materials collection available to all units of the federation is greatly increased.

"The federation has been selected as the most appropriate system organization for Montana because it is built on the solid foundation of a strong central library; it allows each local library to continue to serve its own clientele, to join or not to join a system as it wishes, to have a voice in the governing of the system if it does join, to retain its own local governing and taxing authority, to gain strength from a larger resource unit without being controlled by it and to withdraw from it if it so wishes. The federation retains the priceless advantages of initiative, responsibility and pride of ownership in each community; and it extends service into areas that have previously had no library service."

While the Montana Plan for the Development of Library Service is built around the federation concept, these standards are so drawn that it is possible for libraries not at present a part of any federation to begin to plan for their roles in a larger system.

National and state standards for various types of libraries were studied carefully as these standards for Montana Public Libraries were prepared. A list of these important background documents is included as appendix 3 to these standards.

The increasing competition for the tax dollar in Montana demands better measuring devices of the needed quality and quantity of library services for presentation to city councils, and boards of county commissioners. As these groups plan for the kinds of library service Montanans are seeking, we believe they will find this document presents guidelines for an orderly, progressive approach to good library service for all the people of Montana.

The five areas of library service to be measured by these standards parallel the areas outlined in Minimum Standards for Public Library Systems, 1966. American Library Association, 1967. They are:

Structure and government of library service

Service

Materials: organization, selection, control

Personnel

Physical facilities

From time to time, the standards in this statement should be reviewed and revised to keep them meaningful and current.

The members of the Library Development Committee of the Montana Library Association have prepared this document with the assistance of other interested Association members. Librarians from all types of libraries have participated in drafting these standards because it was felt that Montana particularly needs to pay attention to cooperation that is possible among all libraries to make widest possible use of all the library resources of our state.

Mrs. Alma S. Jacobs, Chairman
Library Development Committee
Montana Library Association

STRUCTURE AND GOVERNMENT OF LIBRARIES

(INTRODUCTION)

Montana law provides for the establishment and maintenance of public libraries. Government officials, library boards, librarians, friends of libraries, and other interested citizens should be familiar with the legal provisions affecting library service. (See Appendix 1 to these standards).

(STANDARDS)

1. Library boards: All public libraries as agencies of local government should be controlled by boards of trustees appointed by the local governing authority. Library board members should be chosen because of their interest in libraries and their concern for total library service to the community, to assure broad representation from the community, and to provide periodic infusion of new ideas.
2. Board meetings: Meetings of the board of trustees should be held regularly. The librarian should attend board meetings, and prepare the agenda for these meetings in consultation with the chairman.
3. By-laws: All library boards of trustees should adopt by-laws for the conduct of their business.
4. Policies: It is the responsibility of the trustees to set written policies and objectives for the operation of the library (e.g., for book selection, personnel management, hours and extent of service, etc.) with the advice of the librarian, and to periodically review these policies. The board should delegate active management of the library to the librarians, giving him full responsibility for carrying out these policies.
5. Planning: The board is responsible for long-range planning for library development, in accordance with the Montana state plan for library development, to insure that such planning is recognized as an essential function of local government and included with other plans for community development. Such planning should include a careful evaluation of the library's services, complete documentation of its present needs and potential future activities.
6. Annual reports: An annual report of the library's activities should be prepared by the librarian and submitted to the board of trustees; the board in turn will submit this report to the governing body.

7. Budget: An annual budget for the library is prepared by the librarian, for discussion and adoption by the board. The board presents the budget to the governing body.
8. Legislation: The library board and librarian should be familiar with legislation on local, state, and national levels that affects libraries.
9. Federations: Individual community libraries have a responsibility to seek affiliation with the central library in a federation. (See enabling legislation in Montana law, Appendix 1)
10. Inter-library relationships: Public libraries should work together with other libraries in the community to assure that all resources are utilized to the fullest, working toward an expansion, rather than a duplication of library service. To this end, all librarians in the community should meet together regularly to keep each other informed of current activities, to plan for coordination of services, development of collections, and to consider the feasibility of joint activities. Special attention should be paid to the library needs of students; public librarians should meet regularly with teachers and school administrators as well as school librarians to keep informed of their problems, and to keep them informed of the public library's resources and services. (See "School and Public Library Services and Relationships," Appendix 2)

SERVICE

(INTRODUCTION)

The public library exists to serve all people, regardless of their age, education, economic level, or humal condition, in their need for information and understanding. Whatever the size of the community, it is only through federations that adequate services to all people can be effected. All services in the following discussion are possible to some degree in any library unit, whether small or large, providing that the library's staff is dedicated to service.

The services performed by a public library are:

- a) The accumulation and logical organization of the materials of communication (books, magazines, films, sound recordings, pamphlets, tapes, etc.) for convenient use through classification, cataloging, and shelf arrangement.
- b) The lending of these materials so that they may be used in the location and at a time convenient to each individual, including whatever tools and services are necessary to provide service to the handicapped and disadvantaged.
- c) Guidance and interpretation in the finding and use of these materials.
- d) The provision of informational and research services designed to locate facts as needed.
- e) Assistance to civic, social, and educational organizations in locating and using these materials in the pursuit of their own ends.
- f) Stimulation of the use of the library through publicity, displays, reading lists, story hours, book talks, book and film discussion, and other appropriate means either in the library or in community organizations.

To the above ends, the following are basic standards for satisfactory service:

(STANDARDS)

11. Goals: All public library boards should have a written statement of their library's service goals. The statement should be reviewed periodically and, as often as necessary, revised in the light of new developments and knowledge.
12. Relationship to the community:
 - a) All public libraries should develop their services,

evaluate their programs, and make appropriate changes based on knowledge gained from day-to-day contacts and from specific studies of their library and their community.

- b) Library staff should serve in community organizations and agencies concerned with adults, young adults, and children, especially when the activities of the organizations are appropriately related to library service.
- c) All public libraries should keep informed at all times of the activities of other organizations and agencies and, whenever possible should interrelate the programs.

13. Hours of service:

- a) Each public library should be open for service a minimum of 15 hours per week at fixed times and uniform hours. All should be open some evening hours:

<u>Population</u>	<u>Hours Open</u>
under 2,500	15 hours weekly
2,500-4,999	15-30 hours weekly
5,000-9,999	30-45 hours weekly
10,000-24,999	45-60 hours weekly
25,000-49,999	60 or more hours weekly
over 50,000	69 or more hours weekly

- b) During open hours, service should be maintained for all library users - children, young adults, and adults. The library should review the hours of service each year in consideration of adequate service to the community.
- c) Bookmobiles should stop at least every two weeks in each community served. Frequency of visits should be increased as use increases. The length of time spent at each visit should be sufficient to serve all library needs of the community: circulation of books, answering or recording reference needs, etc. At no time should the visit be less than 30 minutes.

14. Lending regulations:

- a) Lending regulations of a public library should be developed solely to facilitate the use of its materials and should be regularly reviewed so that it is remembered that rules are never ends in themselves.
- b) Within a federation, all libraries should make use of uniform loan periods, reciprocal borrowers' privileges, regular delivery service, and interlibrary loan procedures.

Consideration should be given, where practicable, to use of uniform circulation systems.

15. Reference service:

- a) Public libraries should provide for all persons factual information and professional guidance in the use of reference sources. Such assistance should utilize, through the proper channels, all library resources available not only in the community, but also in the state, region, and nation. Intensive reference and searching should be done to meet the scholarly, business, and industrial interest of the community. Within justifiable limits, preparation of reports, compilation of statistical information, abstracting, etc., should be among the library's services.
- b) The public library should provide telephone informational and reference service to individuals and should utilize the most effective, rapid means of communication to serve its community.
- c) The public library should maintain a central source of information about educational opportunities for children, adults, and young adults, and about organizations in the area. It should provide information about individuals or groups who offer programs and individuals who serve as resource persons.

16. Guidance:

- a) All public libraries should provide individual reading guidance and counsel to children, young adults, and adults, as well as to the blind, the home-bound, and the disadvantaged. Such guidance can be given through book talks, lectures, story telling, special subject programs, reading improvement programs, as well as individual counseling.
- b) All public libraries should provide guidance and counsel to groups, both formal and informal, in planning, organizing, and conducting significant activities for all people in the community. When possible, the library should provide resource persons, materials, facilities, and equipment to further the success of such programs.
- c) The public library should take leadership in initiating and stimulating educational programs which are needed in the community. At times it should focus its resources and services on socially significant questions.

17. Public information: The public library should have a specific program to inform the community in an interesting and understandable way about its services. This can be done through such means as radio, television, the press, service talks, displays, etc.



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<http://www.archive.org/details/montanapubliclib1969mont>

MATERIALS: SELECTION, ORGANIZATION, CONTROL

(INTRODUCTION)

The public library as an institution exists to provide materials which communicate experience and ideas from one person to another. Its function is to assemble, organize, preserve, and make easily and freely available to all people printed and nonprinted materials. Public library materials may include all forms of recorded knowledge: books, periodicals, pamphlets, newspapers, pictures, slides, films, music, maps, etc.

(STANDARDS)

18. Policies:

- a) Acquisition and selection policies for libraries participating in a federation should be developed cooperatively, and the policy for each library will be approved by its own board of trustees. The selection of materials will be the responsibility of the librarian and the library staff.
- b) These policies should be reviewed periodically and revised in accordance with changes in the library's activity and the level of service provided in the programs of the federation headquarters and participating libraries.

19. Selection criteria: In choosing library materials the following factors should be observed:

- a) Each library should indicate the extent to which it intends to own materials, and to which it expects to borrow, both within and outside the federation.
- b) The current and anticipated educational, informational, and recreational needs of the community should be reflected in the quality and level of material selected for all ages and interest groups.
- c) Materials should be selected for the library user on the basis of the value and significance of the subject, the authority and intent of the author, and the effectiveness of presentation and format.
- d) Specialized appropriate resources and nationally recognized guides should be utilized in selection and evaluation of the collection in all public libraries. At least all of the following guides should be in the headquarters library in a federation; at least the last two guides to selection of books should be found in even the smallest public library:

1) Guides to the selection of books

Book Review Digest
Buying List of Books for Small Libraries
Choice
Gold Star List of Fiction
Guide to Reference Books
Guide to Science Reading and other specialized subject
lists
Kirkus Reviews
New Technical Books
Technical Books Review Index
Booklist
Wilson Standard Catalog series

2) Journals which include book reviews

Bulletin of the Center for Children's Books
College and Research Libraries
Horn Book
Library Journal
Top of the News
Wilson Library Bulletin

3) Guides to the selection of non-book materials

High Fidelity
Reader's Guide to Periodical Literature
Selected United States Government Publications

- e) Adherence to the Library Bill of Rights, the Freedom to Read Statement, and the need to present all sides of all issues should be stated in the policy.
- f) Materials that are outdated, worn out, or inappropriate should be removed from the collection, and replaced with new titles or new editions, as appropriate.
- g) The character and emphasis of the collection of the federation headquarters and participating libraries should be influenced by the collections of other libraries in the community and federation area.
- h) Materials may be selected in any format: print, sound recording, slides, transparencies, films, recordings, microforms, etc., depending on availability, and appropriateness for use.

20. Composition of the book collection: No public library should have less than 3,000 currently useful titles, or 3 per capita, whichever is greater, in its collection. Federation headquarters libraries should have at least 100,000 currently useful titles. Duplicates will be provided as needed. In

any collection, approximately sixty percent of the titles will be for adult reading interests, thirty percent for children, and ten percent for young adults (composed primarily of appropriate adult and juvenile titles). Annual acquisitions should amount to at least five percent of the size of the collection, excluding duplicates and replacements.

21. Composition of the periodical collection:

- a) Federation headquarters libraries should have a minimum of 400 indexed periodicals of a wide variety in order to meet the needs of the population served by the federation. A fifteen-year back file of the most demanded titles, and photocopying facilities, should be available. The collection of newspapers at the federation headquarters should include local papers, state papers (including all those published within the federation), and representative national papers. Back files of local papers should be retained until available on microfilm.
- b) Public libraries other than those serving as federation headquarters should have 20 indexed periodicals, or one title for each 250 persons in the service area, whichever is greater. Back files should be retained according to need. The local paper, a state daily, and out-of-state papers as needed should be included in the collection; the local paper should be retained until available on microfilm.

22. Ephemeral printed materials: Public libraries should maintain collections of ephemeral printed materials, pamphlets, etc., on subjects of interest to the community; special attention should be paid to the collection and useful organization of manuscripts, books, letters, clippings, pamphlets, reports, and other documents relating to the history of the community and area.

23. Films: All public libraries should maintain membership in the State Cooperative Film Library, and supply information about films. The federation headquarters library should have at least 200 films in its own collection and should supply projectors for use within the federation. (Note: the collection in the State Cooperative Film Library should include at least 1,000 film titles.)

24. Recordings:

- a) The federation headquarters library should have a collection of 5,000 disc or tape recordings, with at least 500 new discs or tapes purchased annually. It should furnish information about records.
- b) Public libraries in larger communities, below the federa-

tion headquarters level, should have record collections of at least 500 discs, with annual additions amounting to at least 5% of the total.

- c) Smaller public libraries may not find it useful to maintain record collections, but may borrow as needed from the federation headquarters.

25. Collections for bookmobiles:

- a) No separate collection should be maintained for use on bookmobiles. All books in the library should be made available for bookmobile patrons; materials which do not circulate should be available in photocopy.
- b) Each bookmobile should carry a minimum of 2,500 volumes; a limited, selected number of magazines and recordings should be available from the bookmobile, as well as a list of the federation's film and record holdings.
- c) The collection on a bookmobile should be arranged logically on the shelves, and represent a variety of interests and the needs of all age groups.

26. Organization and control: Library materials should be organized by classification, cataloging, or other finding devices to insure convenient and logical access by staff and public. Control systems should provide an accurate record of holdings and fair lending access to users.

PERSONNEL

(INTRODUCTION)

The quality of public library service in Montana is directly dependent upon how well each library maintains high standards for personnel. The library's unique function of serving as the one unbiased, nonpartisan source of information for all the people calls for personnel of the highest competence and integrity. Therefore, in order for public libraries and federations to provide an adequate and effective program, it is necessary that they have a competent, professionally qualified, well selected, and properly compensated staff. Library governing bodies are responsible for the employment of personnel that will ensure technical competence and inspirational leadership.

A competent staff and their high job satisfaction and morale are keys to the assurance of effective library service.

(STANDARDS)

27. Position classification: Library positions should be clearly defined and differentiated in terms of requirements, duties, and responsibilities.

- a) Each library should have a position classification plan, grouping similar positions for equitable personnel administration.
- b) In the classification plan each position should be distinguished as:
 - 1) Professional (requiring graduation from a library school accredited by the American Library Association)
 - 2) Library Assistants (requiring a broad general education strengthened by courses in librarianship, inservice training, and/or well-supervised library experience.
- c) Within reasonable limits, duties and responsibilities should be assigned consistent with classification.

28. Written personnel policies: Each library should have written personnel policies which provide for, in addition to the position classification plan:

- a) Appointments and promotions of personnel in libraries on the basis of merit, without regard to race, sex, marital status, national origin, political opinions, or religious beliefs.
- b) A specified probationary period for new employees, and

periodic performance evaluation for all staff members.

- c) Benefits, such as vacation and sick leave allowances, retirement, health, and life insurance.
- d) Leaves of absence, with pay and travel allowance, for attendance at professional meetings, institutes, and workshops.

29. Salaries:

- a) Salaries for all staff members should reflect their responsibility within the library, or federation, and be competitive:
 - 1) Within the community for those positions normally filled locally, and
 - 2) Nationally, for those positions for which the library competes in a national market.
- b) Salary schedules should provide for regular increases. Where practicable, there should be provision for special salary increases for superior performance.

30. Staffing requirements:

- a) The number of staff members should be sufficient to perform the duties involved in selecting, organizing, and interpreting materials, to provide consistently efficient service at all hours when the library is open to the public. In general, one staff member (full-time or equivalent) should be the minimum provision for each 2,000 people in the service area. In calculating staff requirements under this standard, pages should be included but not maintenance personnel. If the ratio of staff to population fails to meet this standard, the whole plan of service provided, including hours open, staff on duty, and coverage of the service districts, should be carefully scrutinized for adequacy.
- b) Generally, the professional and library assistant staff in a library system should be approximately one third of total personnel; supporting staff, including clerical staff, clerical supervisors, and other non-librarian staff (excluding maintenance staff) should be approximately two thirds. Changes in operational procedures brought about by automation or contractual arrangements may change this ratio.
- c) Staff on a bookmobile should include at least two persons: a librarian or library assistant and a driver-clerk. Federation specialists in reference, children's services, etc., should work closely with the bookmobile staff in

the interest of its patrons.

- d) In each library federation, there should be at least one professional staff member for each of the following aspects of library service:
 - 1) Administration
 - 2) Organization and control of materials
 - 3) Selection, information, and advisory service for adults
 - 4) Selection, information, and advisory service for young adults
 - 5) Selection, information, and advisory service for children
 - 6) Extension services, including services to those persons in need of special types of services, such as inmates in correctional institutions, the homebound, the culturally disadvantaged, and the blind and handicapped, and those living at a distance from library agencies.

A library federation may need more than one specialist in several of these fields, including subject and media specialists.

31. In-service training and professional guidance:

- a) The larger library should provide a program of routine and specialized in-service training for its staff, and should provide opportunities for its staff members to participate in training programs offered by local, regional, state, and national organizations and agencies. The smaller library should provide opportunities for its staff to participate in training offered by such agencies.
- b) All libraries should encourage staff to belong to, and participate in activities of professional library organizations.
- c) The headquarters library in a federation should provide regular training opportunities for all library staff members in the federation area.
- d) All Montana public libraries should utilize the professional assistance and guidance available from the Montana State Library.

PHYSICAL FACILITIES

(INTRODUCTION)

Each public library building in Montana should be planned to accomodate a program emphasizing the use of library services and materials. Public library buildings must also comply with fire, safety, sanitary, and other applicable rules in the State and Local building codes.

Because areas of service (whether local community, county, or federation) vary from one part of the state to another, specific standards of size for library buildings are not suggested here. A library which serves as a federation center must obviously have a building sufficient in size to enable it to perform federation-wide services. Other library buildings within the federation may also be large, because of the sparse population and great distances. Some basic principles, however, obtain regardless of the size of the building.

(STANDARDS)

32. Planning for buildings:

- a) No library facility should be constructed or remodeled without careful planning, which must include analysis of the library's present service, its planned future services, and the projected growth of its service area. This type of planning frequently will require the assistance of an outside consultant, since experience in planning buildings is valuable and because a consultant can assist in examination of service needs.
- b) When possible, the librarian, library board, and key members of the library staff should visit other library buildings of appropriate size and study features that they consider successful and unsuccessful, always asking "if you were to build again, what would you do differently?"
- c) A building program statement should be prepared by the librarian, or by the consultant if one is to be engaged. The program statement should define the library's space needs, and the relationship between different areas so that the architect can develop a workable plan.

33. Flexibility: Library buildings should be flexible and expandable to provide for and meet changing requirements and innovations for library service.

34. Facilities for the handicapped: All library buildings should have ground level access (no steps, no revolving doors) for physically handicapped users, and be so designed that such persons use all public areas.

35. Site: The site of every public library building should be where the largest percentage of all the people to be served will have access to the library frequently in the normal pursuit of their activities. The site should be large enough to permit adequate off-street parking for patrons and staff.
36. Floor layout:
- a) The building should be so designed that related activities (both of the user and of the staff) are in adjacent areas, and that illogical flow of activity is kept to a minimum.
 - b) Public areas should be so arranged as to eliminate problems of supervision; staff on duty at a circulation desk or service desk should have visual control of most of the area.
37. Furnishing: Library buildings should be attractively, invitingly furnished; they should be designed and furnished in a way to facilitate easy maintenance. Consideration should be given to the use of carpeting and air conditioning.
38. Lighting: Lighting for libraries should be provided according to the recommendation of the Illuminating Engineering Society. Because of the critical problem of stack lighting, it is essential that placement of light fixtures not be finally determined until location of stacks is fixed.
39. Bookmobile parking: Libraries which serve as headquarters for bookmobiles should have enclosed space for parking and loading bookmobiles, adjacent to stack and work areas for bookmobile staff.
40. Communication facilities:
- a) There should be telephones in all public libraries.
 - b) Libraries participating in a federation should utilize the most efficient means of communication between member libraries.
 - c) There should be rapid communication between bookmobiles and the federation center, to handle reference questions and facilitate filling requests.

APPENDIX 1: Montana laws regarding public libraries

(From Title 44 - Libraries - Revised Codes of Montana,
1947, as amended)

CHAPTER 2 - COUNTY, CITY AND REGIONAL FREE LIBRARIES

(note: The Library Development Committee proposes to include, as Appendix 1 to the standards, the laws regarding public libraries. They are not included in this draft document, since reprints of Title 44 have previously had wide distribution. Single copies are, however, available from the State Library upon request.)

APPENDIX 2: Excerpts from
School and Public Library Services and Relationships

(Published 1963 by the State Superintendent of Public Instruction and the State Librarian)

THE ROLE OF THE SCHOOL LIBRARY

The school library is basic to the instructional program. It serves as the center where both printed and audio visual materials for teaching are housed or made easily available.

The program of a good school library is the sum total of the ways in which wide and varied collections of materials are provided and used to enrich and vitalize the curriculum, to offer stimulation and guidance in the reading program, to develop library skills and habits, and to contribute to the personal growth and development of the individual.

To accomplish the goals set for quality education, a full program of library services is essential in all schools - elementary and secondary, small and large, rural and urban, public and private. A centrally organized collection of many types of books and other materials, and the services of a trained librarian at least on a part-time basis, are vital supports to creative teaching. Here the individual child, slow, average or gifted, is guided in finding materials suited to his own abilities, needs and interests, and is stimulated to explore beyond the classroom.

A school library is more than a shelf of books in a classroom, more than bookmobile service, more than collections on loan from the public library. These are supplementary services and in no way take the place of basic collections in each school in a centralized library, administered by a librarian professionally prepared to provide a program of services for all teachers and pupils.

THE ROLE OF THE PUBLIC LIBRARY

Essentially, the public library serves as a cultural, informational and educational resource for all residents of the community. Toady's concept of library resources includes books, periodicals, newspapers, pamphlets, recordings and films, and services such as story hours, discussion groups and film forums. Under the direction of professionally trained librarians, materials and services are provided through headquarters buildings, community libraries and bookmobiles.

In rural areas where federations of libraries are established, bookmobile service is initiated to serve the areas. When bookmobile stops are made at schools, this service is provided in order that young people may have access to public library service. Bookmobile service at a school is not school library service; it is a public library service to children and young people in school.

The public library has the responsibility of service to young people and children as an important segment of its public, which includes

residents of all ages.

The public library may supplement but never supplant the school library. Service which tries to replace the school library impedes the development of school libraries to the detriment of services to teachers and pupils and tends to separate library materials from instructional programs. The public library serves the community and gives public library service to teachers and pupils as members of the community.

INTERRELATIONSHIPS

The school and the public library have much in common; their differences complement each other. The school library is responsible for supporting the curriculum and teaching the skills involved in the use of books and libraries. The school instructional program teaches children how to read, but it is the school library that offers the opportunity and encourages young people to find answers to their educational, personal and vocational questions through reading. The public library may offer an even greater range of reading resources and provide an appealing freedom of approach to books that serve the needs of independent activities.

For both the public and the school library there are no limits of service when imaginative and inquisitive minds have been reached. Neither the public nor the school library can by itself offer the complete answer to reading needs but together they can help youth realize the power and magic of books.

To maintain a continuing program of optimum service, school librarians, public librarians and teachers should work together and should meet together regularly to discuss mutual problems and programs and formulate policies. A regularly planned reciprocal visiting program of library staff members between libraries is recommended, as are class field trips to acquaint pupils with the role of the public library.

By working together, all librarians within a community can encourage an awareness on the part of the general public of the philosophy, functions and needs of each library agency.

APPENDIX 3: STANDARDS DOCUMENTS - for background reading

1. State Libraries
Standards for Library Functions at the State Level. ALA, 1963
2. Public Libraries
Minimum Standards for Public Library Systems, 1966. ALA, 1967
Interim Standards for Small Public Libraries. ALA, 1962
Standards for Children's Services in Public Libraries. ALA, 1964
Standards of Quality for Bookmobile Service. ALA, 1963
Young Adult Services in the Public Library. ALA, 1960
A Design for Public Library Development in Wisconsin, Standards for
Measuring Progress. Wisconsin Library Commission, 1963
Standards for the Evaluation and Rating of Libraries in the State of
Idaho. Idaho State Library, 1964
3. Academic Libraries
ALA Standards for College Libraries. ALA, 1959 (College and Research
Libraries, July 1959)
ALA Standards for Junior College Libraries. ALA, 1960 (College and
Research Libraries, May 1960)
4. School Libraries
Standards for School Library Programs. ALA, 1960
Standards for Accreditation of the Northwest Accrediting Association, 1969
Standards for Accreditation of Montana High Schools. State Superin-
tendent of Public Instruction, 1960
Standards for Accreditation of Montana Elementary Schools. State
Superintendent of Public Instruction, 1961
5. Hospital Libraries
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